

They have a pre-history which it is the task of genetic psychology to trace out.

That is what I have essayed to do in this volume. I have tried to unravel the pattern of the young child's behaviour so as to show the threads by which his pre-social feelings and phantasies are carried forward into the social relations of later life. When I came to the study of the records I was concerned, for example, with the problem of social *co-operation*, why it is so unstable in young children, and what the psychological changes are which make it more stable in later childhood. The material given here will suggest that the answer to these queries is by no means that a new set of *instincts* appear at a given age. It is rather that the young child's marked *ambivalence* of love and hate towards his fellows becomes gradually and effectively less. And it does so, partly because a wider experience enables him to project much of his hostility on to children outside his immediate circle of playmates, but partly also because his emotional conflicts tend to become less acute at the onset of the "latency period" of sexual development.¹

I was interested, too, in the problem of the development of social *responsibility*, and the forms which the individual's conscience in relation to his fellows first assumes. And the study of these children's behaviour very quickly showed that their feelings of guilt were bound up with their sexual interests and aggression no less than with their more direct social relationships.

In these ways, I was led to deal with the emotional life of the children as a whole. It became clear that one could not be content to study only the developing super-structure of explicitly social relations, but needed also to penetrate to their underlying foundations in the child's more

intimate personal and bodily responses to adults
and to other
children.

The spontaneous behaviour of these children
fully confirms
what the psycho-analytic study of individuals
had already
shown, viz. that it is to the family rather than to
the herd that
we must look for an understanding of human
social life. And
the study of the child's early emotional
experiences in the
family situation necessarily includes those bodily
feelings and

¹ These brief and rather cryptic remarks will be found
fully amplified
in Chapter Three.